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ABSTRACT

This report reviews recent state initiatives in education reform, including state legislation, state programs, and decisions by state boards of education. The initiatives have been organized according to the eight recommendations for improvement made by the Task Force on Education for Economic Growth. These recommendations were to (1) develop state plans for improvement, (2) create more effective partnerships for education, (3) marshal essential resources, (4) improve the status of teachers, (5) make the academic experience more productive, (6) provide quality assurance in education, (7) improve leadership and management, and (8) improve service to underserved students. Each recommendation is discussed in a separate section, and each section provides a map showing where initiatives have been undertaken, an overview of general progress in pursuing the recommendations, a listing of some exemplary initiatives, and a profile of a selected state's activities. The report concludes with a brief consideration of ways to consolidate and improve on gains that have been made. Members of the task force for 1983-84, corporate contributors to the task force, publications of the task force, and the chief state school officers and educational policy aides for the states are listed. (PGD)

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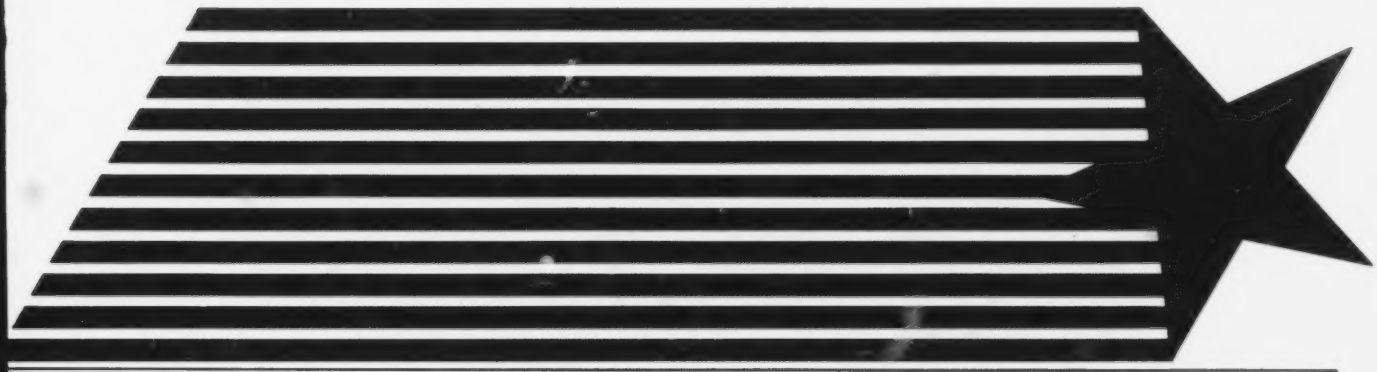
TASK FORCE ON EDUCATION FOR ECONOMIC GROWTH

EDUCATION COMMISSION OF THE STATES

ACTION IN THE STATES

PROGRESS TOWARD EDUCATION RENEWAL



A Report by the
Task Force on Education for Economic Growth

Education Commission of the States

July 1984

★

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FOREWORD

When North Carolina Governor James B. Hunt, Jr. organized the Task Force on Education for Economic Growth in the fall of 1982, few of us who agreed to join the task force could have predicted the enormous surge of public interest in education in 1983 and 1984. Nor could we have predicted such a gratifying response to our report, **Action for Excellence**. Along with **A Nation at Risk** and a dozen or so major education reports released last year, **Action** both encouraged reform activities already under way and stimulated new activities in every state of the union. To date, more than 250 state task forces have sprung up to study every aspect of education and to recommend changes. Thousands of education bills have been introduced in state legislatures. Teacher certification, high school graduation and postsecondary admission standards have been raised in many states. Business leaders, community groups and countless individuals who have not customarily been involved in education have joined together in the last year to define and carry out a new agenda for education.

As our task force concludes its second year of activity, it seems fitting to assess the progress of education renewal. We would not presume to suggest that all the progress we describe briefly in this report arose in direct response to **Action for Excellence**; however, we are proud to have been part of an important movement that is truly national in scope.

As chair and co-chairs of the task force in its second year, we would like to thank our fellow members and the many contributors whose efforts made our work possible. We have taken action for excellence as a task force; we expect to continue that action now as individuals more committed than ever to a renewal of our schools and a new invigoration of our national life.

★ Pierre S. du Pont IV, Governor of Delaware
Chairman, Task Force on Education for Economic Growth

★ Robert Lundeen, The Dow Chemical Company
Charles S. Robb, Governor of Virginia
Co-Chairmen, Task Force on Education for Economic Growth

★

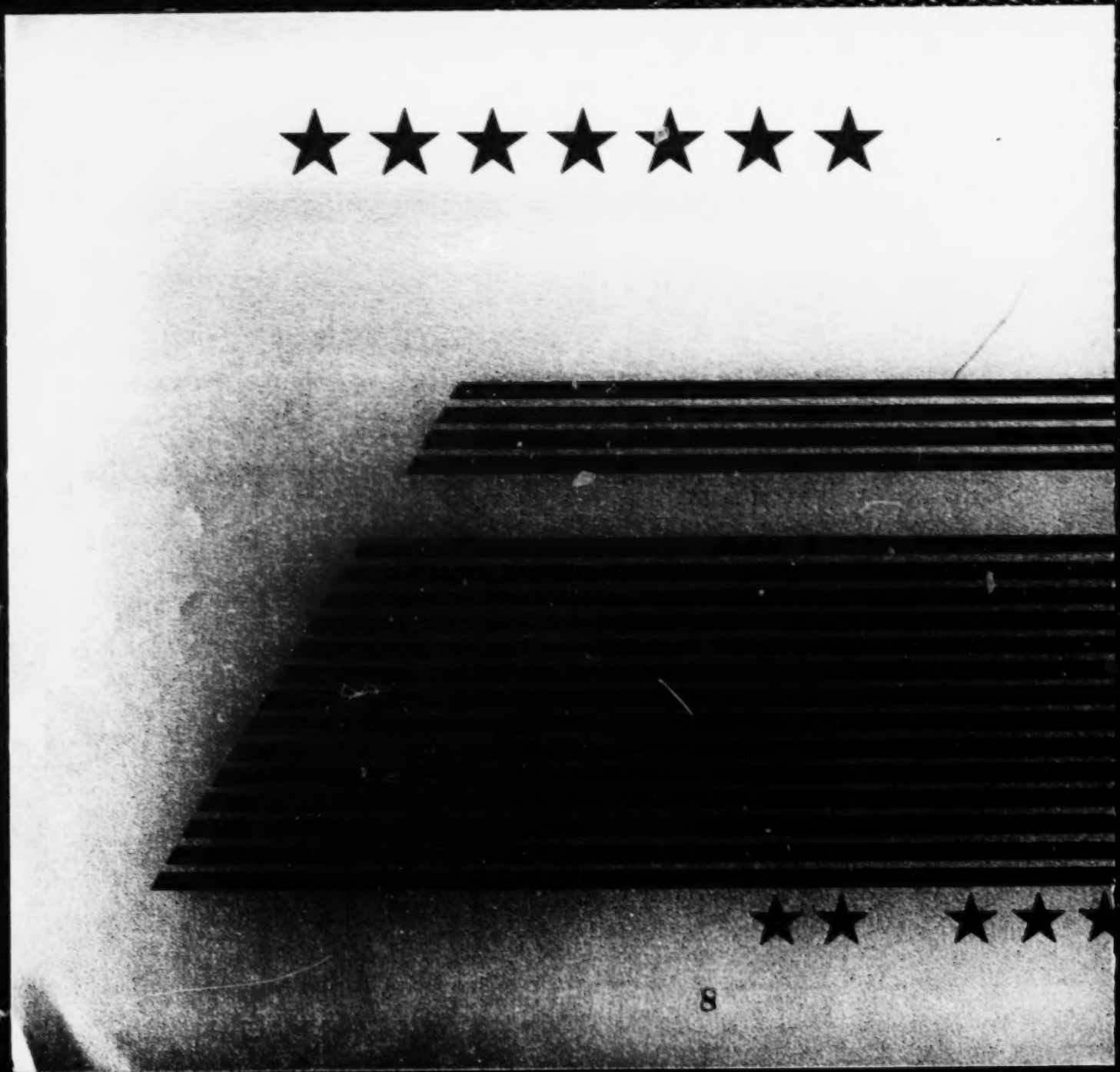
INTRODUCTION

What follows is a brief review of recent state initiatives in education reform, i.e., state programs and legislation or state board decisions affecting elementary and secondary education in 50 states, 3 territories and the District of Columbia. (For simplicity, we will use the term "states" for these.) We have organized the initiatives according to the eight recommendations of the Task Force on Education for Economic Growth. Beneath each recommendation we have included an overview of trends and activities, followed by some brief descriptions of exemplary state activities and a more detailed profile of activity in a particular state.

So generous was the response to our request for information that we could not possibly include every initiative the states reported. What we offer is a sketch of a broad national education movement, highlighting some exemplary efforts. It reveals, as one might expect, that states are at different points in their efforts to improve their education systems. Bellwether states like Minnesota and New York have been working on reform for years; some states are taking action on particular issues and others are not, simply because they dealt with them earlier or are planning to take them up next year. Some activities included here began as long as three years ago, before **Action for Excellence** appeared. We have included these earlier activities both because they are difficult to separate from more recent initiatives and because our interest is in ***progress***, however it may have been stimulated.

It is clear that states have taken quite different approaches to renewal and have demonstrated quite different styles in doing so. In some states, the governor was instrumental in articulating the reform agenda; in other states, the state board of education or the chief state school officer took the lead. In some states, task forces detailed the agenda; in other states, one or two or several state legislators took charge and built the necessary coalitions. Business leaders have played a strong role in some states, while in others they have yet to be fully involved in the process.

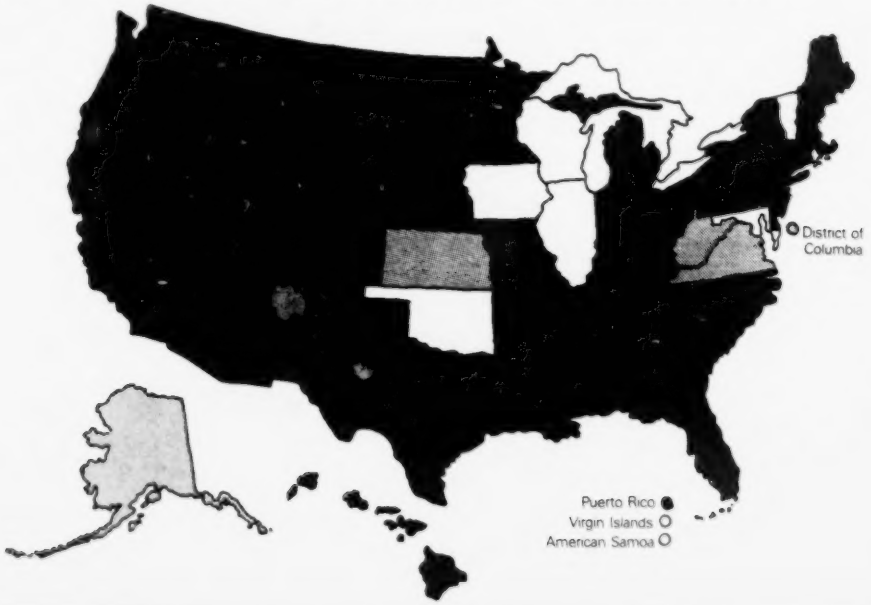
What we hope to capture in this snapshot of progress is both the energy that has gone into the effort and the great diversity of approaches. It is in this diversity that our greatest hope for the future lies. There is no single answer to the questions we have about school renewal. There is no uniform approach to renewal that could apply to more than a fraction of our 16,000 school districts, just as there is no uniform way of instructing the 35 million students who report to school each day. Diversity and creativity make comparisons difficult and progress hard to measure, but they are at the heart of any renewal worth the effort.



★★★★★ ★PROGRE

RECOMMENDATION 1:
DEVELOP, AND PUT INTO EFFECT AS PROMPTLY AS POSSIBLE, STATE PLANS FOR IMPROVING EDUCATION IN THE PUBLIC SCHOOLS FROM KINDERGARTEN THROUGH GRADE 12.

COMPREHENSIVE STATE PLANS FOR IMPROVING K-12 EDUCATION



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■ Initiatives legislatively enacted or endorsed by state board of education in last 14 months
□ Initiatives legislatively enacted or endorsed by state board of education 14 months to 3 years ago
■ Currently awaiting legislative or state board action

Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

If the progress of education renewal in our country could be judged solely by the number of states that have either implemented or are developing state plans to improve the public schools, one would have to say renewal is well under way. Forty-six states are working on comprehensive state action plans — usually collaboratively developed by governors, legislatures, state and local boards, business leaders and educators — to reform education in public elementary and secondary schools. Many of the states (27) initiated their plans in the last 14 months and are now carrying them out, while 14 more states are still refining their plans. Another five states, ahead of the national reform movement, had initiated statewide plans in the early 1980s.

State reform plans have emerged from a broad public consensus on the centrality of education to an economically healthy and vigorous society. State leaders have reached out to diverse groups through public hearings or special forums and brought citizens from all walks of life together to work toward a common goal. While it is too early to judge the impact of state plans, the planning process itself has proven to be a useful new way of communicating about education.

Because each state must measure education need by its internal barometer, state plans are diverse in content, and establish many different processes for change. Nevertheless, states share a number of concerns: improving the teaching profession, integrating technology into instruction, upgrading the school curriculum, strengthening graduation standards, raising teacher certification requirements, promoting business involvement in education, and working on ways to finance excellence. More than 250 individual task forces are examining these issues and others to provide state leaders with recommendations that can be used to lay a solid foundation for education reform.

SOME INITIATIVES

★ ***Alabama's*** state board of education adopted virtually every recommendation in "A Plan for Excellence: Alabama's Public Schools." The board has appointed about 30 task forces to phase in more than 50 improvement measures ranging from tougher graduation standards, mandatory kindergarten, revisions in teacher certification requirements, and improved professional development to the appointment of special panels to study issues such as school finance and teacher compensation.

★ The ***Michigan*** State Board of Education developed "Better Education for Michigan Citizens: A Blueprint for Action." Recommendations focus on: (1) improving learning by strengthening graduation requirements and college preparation, establishing written student performance standards and lengthening the school day and year; (2) creating a better learning environment through a comprehensive school-planning process; (3) strengthening the education profession with more emphasis on professional development, certification and salaries; and (4) improving the delivery of educational services through jointly sponsored district programs.

★ ***Missouri's*** state board of education and members of the department of elementary and secondary education developed a comprehensive package for school reform out of recommendations from "Reaching for Excellence: An Action Plan for Educational Reform in Missouri." The recommendations included higher graduation standards, improved elementary curriculum in science and mathematics, and identification of academically gifted students at all levels.

★ In ***New York***, the Regents Action Plan has three major coordinated aspects to improve education. The plan increases course requirements for graduation, expands statewide testing to monitor both student achievement and the quality of increased courses, and requires a comprehensive assessment report. Every public school will report student achievement results to the community, and the state will monitor achievement, providing help and motivation to low-achieving schools.

★ ***North Dakota's*** 1985 legislature will consider a cohesive set of educational reform recommendations, being developed by a coalition of educational organizations, which will consider national report recommendations as well as feedback from two state governor's conferences. The group will emphasize increasing the capacity of local educators to assess needs and develop and carry out improvement plans.

★ The ***Oregon*** Action Plan for Excellence, which accelerates the state's pursuit of performance-based schooling, is organized around four themes: (1) assuring student success in mastering essential learning skills, (2) enhancing the self-renewing capacities of schools for achieving greater effectiveness and productivity, (3) providing support systems for schools as they establish good policy and practice, and (4) assuring educational quality at a reasonable cost. The state board and the legislature will work out specific initiatives based on the recommendations of eight citizen/educator task forces.

★ ***Pennsylvania's*** governor developed public commitment to a clearly defined agenda for education reform. "Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools" proposed comprehensive programs to address concerns about the state's public schools. To support reforms, the governor has asked that 68% of the state's new general fund revenues be spent on education. This is the largest single-year increase in state support for education since the 1960's.

★ In response to a directive from the governor of ***Puerto Rico***, the department of education developed a "Plan for Excellence in Education." The plan outlines the philosophy, goals, objectives and long-and short-range activities for the department. A statewide education conference, attended by 750 participants, reviewed and approved the plan, and the governor has appointed a cabinet-level committee to prepare and submit legislation for funding the new initiatives.

★ ***Wyoming's*** state superintendent appointed a blue ribbon committee on quality education to determine how the state can preserve equity while achieving excellence. The committee is studying student achievement, classrooms and educators, and will submit a final report in September 1984.

★

PROFILE: NORTH CAROLINA

North Carolina Governor James B. Hunt, 1983 chairman of the Education Commission of the States' Task Force on Education for Economic Growth, carried out Task Force Recommendation 1 by setting up the broadly representative North Carolina Commission of Education for Economic Growth in Raleigh in October 1983. The commission developed comprehensive recommendations focused on those educational improvements needed to ensure strong economic growth and prosperity.

In April 1984, Hunt and the commission released the report and recommendations, which covered six broad areas: partnerships for improving education, the curriculum of North Carolina's schools, teachers and teaching, the learning environment, leadership and management of schools, and serving special groups and meeting special needs in the schools.

The report, "An Action Plan for North Carolina," recommended increases in the base pay of educators, a career growth program for teachers and administrators, a center for the advancement of teaching, a student information management system to reduce unnecessary paperwork and increased funding for professional development programs.

For students, the commission recommended a competency-based curriculum with clear expectations for learning and a testing program to measure performance at grades 3, 6 and 9. Student promotion will be based on mastery of skills, and free summer remediation will be offered to students who need help.

Another recommendation will limit K-6 class sizes to 26 students. School boards were asked to tighten policies on homework, discipline and classroom interruptions and to promote positive values.

The commission recommended strengthening the role of the principal and called for a principals' management program at the University of North Carolina.

Finally, the commission called for initiatives to meet special needs, such as "centers for excellence" — outstanding model schools — as well as additional appropriations for purchasing textbooks, supplies and equipment, and for furnishing computer labs for all schools.

Since the recommendations were released:

- The North Carolina General Assembly has passed a $300 million expansion budget for education.
- The state board of education and local boards of education are moving to carry out the recommendations.
- Local task forces on education for economic growth are forming.
- The business community is actively engaged, through the Business Committee on Education, in building partnerships with public schools.

RECOMMENDATION 2:
CREATE BROADER AND MORE EFFECTIVE PARTNERSHIPS FOR IMPROVING EDUCATION IN THE STATES AND COMMUNITIES OF THE NATION.

OVERVIEW

School/business partnerships, following the Adopt-A-School model, have been visible in many large urban school districts for several years. But in the past three years the number and diversity of partnerships has changed: forty-five states have developed programs or policies for such partnerships. States such as Pennsylvania have begun statewide partnership programs and are helping districts through regional centers. Corporations have started their own programs to work with education institutions on issues such as training teachers and administrators, revitalizing curriculum, and helping students explore careers or make the transition from school to work. More and more schools, after identifying their needs, are appealing directly to local businesses for help.

National organizations are providing information and leadership to both educators and business leaders. The U.S. Chamber of Commerce developed a Business-Education Action Plan and is identifying ways businesses can be involved in state and local education activities. The White House National Partnership in Education Program encourages the private sector to see to it that every school in the nation is paired with a business partner. These business/education partnerships, in which businesses share with schools the responsibility for educating our youth, represent one way to ensure that future employees are prepared both for work and for active citizenship.

State agencies, educators and local leaders are cooperating in public school reform efforts. Individuals and organizations are holding public forums to reach consensus on ways to improve the schools. Postsecondary institutions, with high schools, are helping to clarify goals and redefine the curriculum.

SOME INITIATIVES

★ The ***Hawaii*** State Board of Education and the University of Hawaii's board of regents have jointly appointed seven task forces to review national education reports and synthesize recommendations into a single report, to be reviewed at a statewide workshop of 500 participants in August 1984. The final report, due in November, will cover elementary, secondary and postsecondary education.

★ ***Iowa's*** governor, the state board of public instruction, and seven statewide education-related organizations collaboratively sponsored 16 "Area Dialogues" and a "State Dialogue" that involved more than 5,000 people and served as a catalyst for education reform programs in many school districts.

★ The ***West Virginia*** Education Fund — the first ***statewide*** program in the nation — is an independent, nonprofit organization that raises funds for school programs. Representatives from business, industry and labor guide the fund, which provides minigrants to teachers to carry out innovative projects.

★ The ***American Council of Life Insurance***, in cooperation with the St. Louis public schools, has developed a "how-to" kit on business-school collaboration for its 600 member companies. The kit includes a manual for developing successful projects and information on national programs that encourage partnerships between businesses and schools.

★ ***AT&T Information Systems*** has provided high-level New Jersey educators and public officials with an opportunity to experience learning by computer at a one-day workshop, Using the Computer as an Educational Tool. This workshop was co-sponsored by Governor Thomas H. Kean's New Jersey State Advisory Council on Vocational Education (SACVE). The workshop presented material on how to select and develop courses for computer-based education (CBE), and offered demonstrations on various automated learning technology, including an interactive audio system, videodisc, and color-screen and touch-screen terminals. AT&T Information Systems has demonstrated that CBE can cut course delivery times in half and can ensure nationwide training consistency. Electronic course materials can be easily updated (unlike printed materials). In addition, CBE permits simulation of sophisticated technical equipment — such as a network controller. With CBE, students can learn to operate equipment in the classroom without using the actual hardware; the computer and touch screen are used instead. Workshop attendees have requested that AT&T Information Systems continue to share its understanding and use of technology with New Jersey educators.

★ Over 1,000 businesses in ***Dallas' Independent School District's Adopt-A-School Program*** have adopted virtually all of Dallas' more than 200 public schools. The Dallas Chamber of Commerce recruits businesses, monitors the partnership efforts and publicizes the companies' efforts. Sponsoring businesses provide volunteer tutors and donate funds, equipment and materials to their adopted schools.

★ The ***Dow Chemical Company*** sponsors SERV (Service Effort for Retiree Volunteers), which encourages Dow retirees to be resource persons in Midland, Michigan high schools or college classrooms. Retirees help by discussing practical applications in school subject areas or by designing new curricula. A directory of retirees' experience and degree backgrounds, ranging from mathematics, computers and science to marketing and communications, is available to teachers and professors.

★ One of ***Ford Motor Company's*** programs provides high schools with new automotive engines, transmissions and other parts, tools and training manuals to help train prospective auto mechanics, machinists, and tool and dye apprentices.

★ ***IBM*** donated 2,000 personal computers to 130 public elementary and secondary schools as part of a $12 million program to train teachers and students to use computers. Each of the 26 large, urban school districts selected by IBM will choose up to five schools to receive IBM computers for computer literacy courses. The Bank Street College of Education and the University of South Florida will train staff development teams to conduct four-week training sessions in each district for teachers of grades 4-12. The program, to begin in the fall of 1984, is similar to a model developed last year by IBM and currently in operation in California, Florida and New York.

★ Under ***Texas Instruments'*** project SEED, employees work in 4th-and 5th-grade classrooms one hour per day helping mathematics students discover how exciting mathematics can be and why tough mathematics courses are stepping stones to achievement.

★

PROFILE: COLORADO

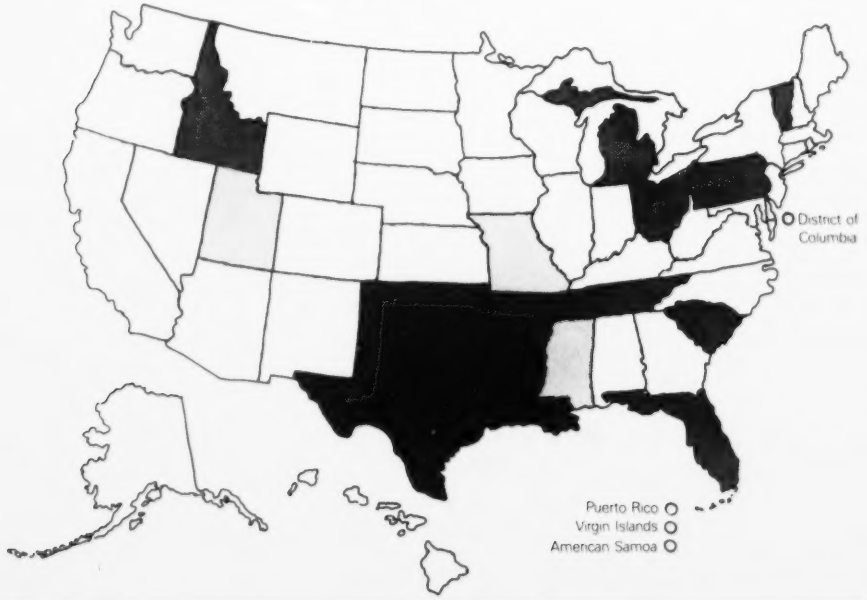
The Colorado Department of Education, in cooperation with the Colorado Business/Education Steering Committee, is piloting a new project designed to provide ***all*** high school students with basic employability skills prior to their graduation or exit from school. This Employability Skills Project (ESP) evolved from a department concern about employer complaints that many high school graduates lacked the basic skills they needed in order to be employable. A statewide survey of employers gathered first-hand information on the skills essential for entry-level employment. First-year employees were asked how important employability skills and their own school activities were in helping them make the transition from school to work. Twelve basic categories of employability skills were identified: job seeking/career development, mathematics, computers, reading, writing, communications, interpersonal, business economics, personal economics, manual/perceptual, job retention and problem solving/reasoning.

ESP is now bringing together teams of business, education and community leaders in 15 school districts to determine whether specific entry-level skills are taught in selected high schools. To help them with this effort, the department of education has listed 120 competencies considered essential by both employers and entry-level employees and developed a process for examining the curriculum. In addition, the department is helping schools develop evaluation systems that assess employability skills. Where school instruction programs do not address specific employability skills, local and state partnership teams will help locate and/or develop appropriate programs.

Individual community plans may vary, but it is anticipated that all students entering the 9th grade will be evaluated for employability skills. This information will be entered in "student portfolios," which may include other items, such as current resumes, letters of application and examples of student work. The portfolio will provide non-confidential information that can be used by the student and an advisory team (e.g., a parent, business person, and a counselor or teacher) to monitor progress toward employability skills and guide course choices and job decisions. A second portfolio, suitable for presentation to a prospective employer, may be prepared.

RECOMMENDATION 3:
MARSHAL THE RESOURCES THAT ARE ESSENTIAL FOR IMPROVING THE PUBLIC SCHOOLS.

TAX INCREASES TO HELP FUND EDUCATION



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Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

Resources for public education appear to be on the upswing. State legislatures introduced over 7,000 education-related bills in 1984, and public willingness for new taxes linked to education reform is strong. At least 15 states passed or are considering increases in state sales or income taxes to help fund education.

Real revenues for the public schools increased from $69 billion in 1969 to $89 billion in 1984, the highest figure in history. Funding for education began to decline at the beginning of the 1980s, but revenues are now starting to rise again, or at least to stabilize, as economic conditions have improved in most states and the nation, and as national reports have bolstered interest in education.

Since 1982, substantially increased state and local support has offset the federal government's decline in education funding. The upward trend continues in 1984, the estimates may even be too low because more state or local education reforms could be enacted before year's end.

The distribution of revenues for public schools by level of government from 1969 to 1984 shows the expanding role of the state, although some fluctuation has occurred. Over the last five years, however, the state share has increased 2%. Local government contributions to total education revenues are picking up again from a steady decline between 1969 and 1982 *(see the graph on p. 19)*.

Corporate and business contributions to elementary and secondary education total over $50 million every year. Local education foundations (now numbering more than 200 nationally) are providing smaller businesses with a new mechanism for supporting their local schools.

SOME INITIATIVES

★ The ***Idaho*** School Improvement Act of 1984 increased state education support by almost 15% and provides $20.3 million to raise the salaries of certificated personnel. The new legislation provides for career-ladder plans and annual performance evaluations for teachers on continuing contracts. Other items included in the act are annual achievement testing for 11th-grade students, income-tax credits for donations to schools and libraries and a requirement that each district develop a discipline policy.

★ More than $6 million were appropriated for 1983-84 and 1984-85 to integrate technology into school curricula and improve instruction in ***Minnesota***. The state's 434 districts will develop technology-use plans, inservice training programs, courseware, and evaluation instruments. Fifteen district technology demonstration sites and 26 pilot sites for instructional effectiveness training will be funded.

★ In ***Rhode Island***, unprecedented new money has been added to the state's education improvement fund to support school-based improvement projects geared to state priorities. The money will support a new statewide basic education program and effective schools programs.

★ ***South Carolina's*** Education Improvement Act of 1984 is based on recommendations in "A New Approach to Quality Education." With a one-cent sales tax increase, the act will provide approximately $200 million in new funds for a comprehensive education improvement program that includes higher teacher salaries, curriculum reforms, high school exit examinations, a comprehensive principal evaluation system and expanded programs for the gifted and talented.

★ The ***Bank of Boston*** presented the city with $1.5 million for a permanent endowment fund. This Boston "Plan for Excellence in the Public Schools" will award grants to stimulate educators to devise ways of improving the quality of teaching. Particular emphasis will be placed on ideas that create partnerships among the schools, business community and area colleges and universities.

★ Four California corporations — ***Bank America Foundation, Chevron U.S.A., First Interstate Bank of California Foundation*** and the ***Wells Fargo Foundation*** — have jointly formed the California Educational Initiatives Fund (CEIF) to award about $600,000 to 71 California school districts. The grants, which average $10,000 each, are awarded for a wide range of educational purposes. CEIF hopes to expand to 10 corporations and award $1 million annually.

★

The ***Minnesota Business Partnership***, an organization of chief executive officers of 68 of Minnesota's largest companies, is committed to improving the quality and cost-effectiveness of education. Fifty-two businesses have contributed over $250,000 for a study of K-12 education and its costs. A final report in September 1984 will include recommendations for state legislation.

★

PROFILE: ARKANSAS

In a special session called by Governor Bill Clinton in late 1983, the Arkansas legislature approved the most comprehensive education program in the state's history. The program, much of it developed out of recommendations from a legislatively established and highly visible task force, the Education Standards Committee, was strongly supported by both education stakeholders and the general public. Hillary Rodham Clinton, the state's first lady, spearheaded the committee's effort, and, with an intense public awareness campaign, garnered support for funding an improved education system for the state.

Funds for the new education program will come, in large part, from an increase in the sales tax from 3% to 4% that is estimated to raise an additional $154 million in revenue. School districts will be required to raise their property tax rates to the statewide average to pay for their share of education improvements and will have to allocate up to 70% of their revenue to bring teacher salaries closer to regional averages. In March 1984, voters in 84 Arkansas school districts approved millage increases to finance measures enabling them to meet the new standards for state accreditation.

Among the improvements for which new funds will be used are:

- Smaller classes: no more than 25 students per class in grades 1 through 3, and no more than 28 students per class in grades 4 through 6.
- More principals and counselors per district.
- More course offerings in high schools, including language arts, science, mathematics, foreign languages, fine arts, computer science, social studies, physical education and health, and practical arts.

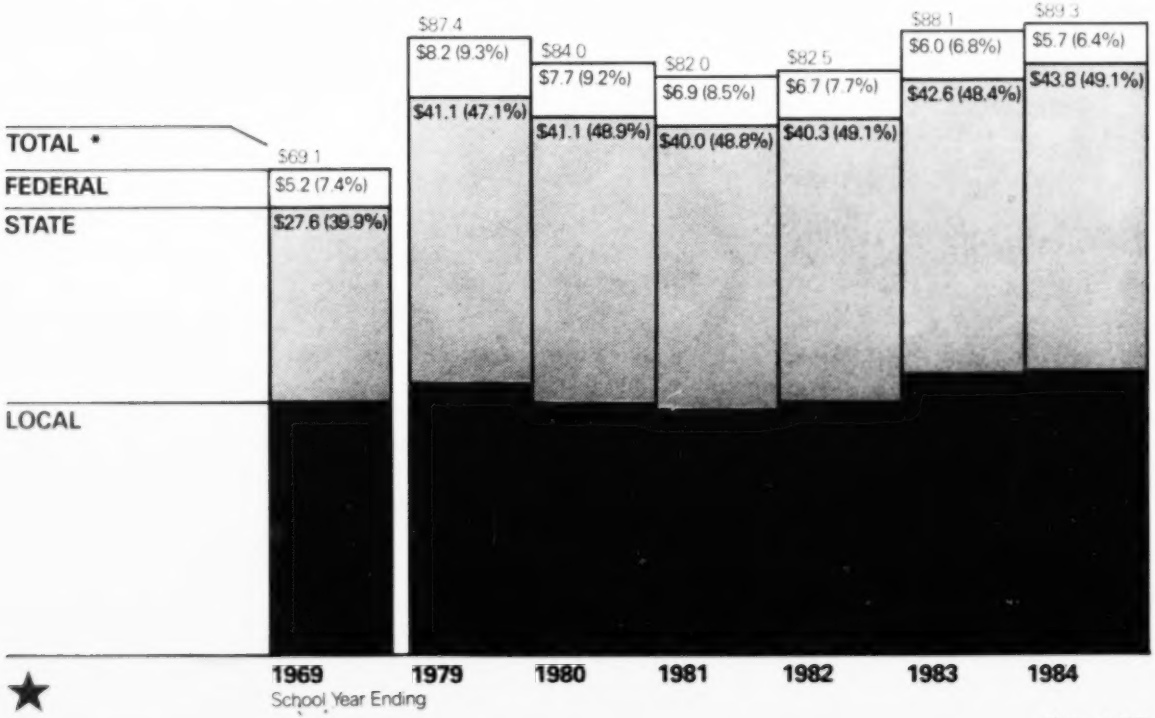
- Education services for more secondary students, who will remain in school two years longer because the top age limit for compulsory attendance was raised from 15 to 17.
- Functional academic skills tests for practicing certified personnel, with prescribed remedial programs and subject-area tests.
- Testing programs for students in grades 3, 6 and 8 with requirements for individual attention for students who do not meet passing standards.

Besides overall funding and a new funding formula, the special legislative session approved programs for teacher, school and student recognition; effective schools; parent involvement; leadership training; additional funding for technology; and testing for teacher certification. The session also created several committees, including:

- The Arkansas Teacher Education/Certification/Evaluation Committee, charged with developing statewide standards for in-class evaluation and certification and recertification requirements (to report to the governor by November 1984).
- The School District Reorganization Study Commission, charged with developing a master plan for school district reorganization (to report to the governor by December, 1984).
- The Commission to Study the Feasibility of Establishing a School Facility Bonding Authority, charged with making specific recommendations on the possibility of creating, developing and funding such an Authority (to report to the governor by November, 1984).

REAL REVENUES FOR PUBLIC SCHOOLS FROM LOCAL, STATE AND FEDERAL GOVERNMENTS, 1969-84

SOURCES OF REVENUE (BILLIONS)
( ) PER CENT OF TOTAL REVENUES



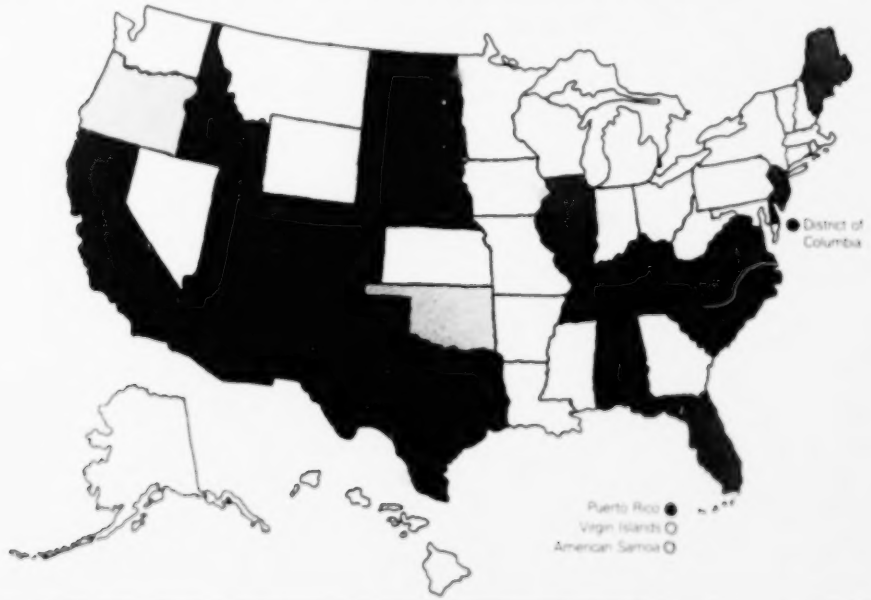
*Relative to 1979

Sources are *Education Finance in the States: 1984 (ECS)* and the National Education Association, *Estimates of School Statistics, 1983-84.*

*Numbers may not total exactly because of rounding error.

RECOMMENDATION 4: EXPRESS A NEW AND HIGHER REGARD FOR TEACHERS.

NEW CAREER LADDER AND TEACHER COMPENSATION PLANS



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Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

Enhancing the teaching profession is one of the most dramatic reforms occurring in the states. While many states have had to deal with the immediate problem of teacher shortages, others are making long-term plans to recruit and retain the best candidates for years to come. Businesses are offering teachers opportunities for study, training to use new equipment and curriculum, and incentives for applying research on effective teaching techniques.

For 1983-84, 16 states report teacher salary increases 8% or more above 1982-83 salaries. And since 1981, 17 states have stepped up their programs to recognize and reward outstanding teachers by providing cash awards or minigrants to teachers, or by encouraging schools to develop local recognition programs.

Nineteen states have passed master-teacher, career-ladder or merit-pay initiatives, most often authorizing or providing incentives for locally developed and piloted programs. Another seven states have such initiatives pending. Twenty-eight states are offering financial incentives (such as loans or scholarships) or new training programs to encourage individuals to enter areas of teacher shortage, while another three states have such incentives pending. One-third of the more than 250 state task forces and commissions are addressing the education profession in some way.

SOME INITIATIVES

★ ***American Samoa*** is providing more and better-qualified teachers to the classrooms through a staff training program with the University of Hawaii. The program is designed to raise the education level of classroom teachers from associate to bachelor or advanced degrees. The goal of the program is to have most teachers holding BA degrees within the next four years.

★ ***Utah's*** two major reforms, teacher career ladders and new core-curriculum and graduation requirements, are working hand-in-hand to attract and retain high-caliber teachers and upgrade the academic expectations placed upon students. The Utah legislature appropriated $15.2 million for curriculum reforms and school district career ladders, to be developed with the active involvement of teachers.

★ ***Wisconsin's*** task force on teacher education, considering the supply and demand of teachers through the end of the century, has examined changing the approach to teacher training programs, methods of support to first-year teachers, and ways to retain teachers by providing growth opportunities. Many task force recommendations are being implemented by the superintendent's office, and others will be presented to the legislature in January 1985.

★ ***The Atlantic Richfield Company*** funded a summer science institute at the University of California-Irvine, where elementary and secondary science teachers may attend tuition-free. The curriculum is designed to upgrade teaching and laboratory skills, review basic knowledge and bring teachers up-to-date on current research.

★ The ***Exxon Education Foundation*** is helping good teachers help each other. IMPACT II passes along examples of effective teaching so that other teachers can incorporate these ideas into their own classrooms. The program, begun in New York City, has spread to other school districts, among them Houston, Boston and Chapel Hill, North Carolina. Grants support dissemination activities and technical assistance.

★ ***GTE Corporation's*** Growth Initiative for Teachers (GIFT) fellowship program presents mathematics and science teachers in grades 7-12 with opportunities for study, field work and inservice training. Eighty mathematics and science teachers in Florida, Massachusetts, North Carolina, and the District of Columbia will be selected for the $750,000 program during 1984-85. GIFT's consultative "team" approach requires applicants to apply in teams of one mathematics and one science teacher from the same school.

★ New Hampshire's ***Corporate Council for Critical Skills***, supported by a group of 55 businesses and industries as well as by private foundations and educational organizations, is retraining mathematics and science teachers to teach problem solving, creative thinking, working and learning in groups, self-taught learning, and communication skills.Because of the overflow demand for the six-week summer training institute, master teachers will begin year-round training of teachers in January 1985.

★ The ***Oregon Museum of Science and Industry (OMSI)***, one of the oldest science and technology museums in the country, hires elementary and secondary school teachers to work at OMSI on sabbaticals, training them to create interdisciplinary science environments.

★

PROFILE: TENNESSEE

Tennessee's comprehensive reform act of 1984, signed by Governor Lamar Alexander in March 1984, established a five-step career ladder with annual salary incentives from $500 to $7,000 for Tennessee's 46,000 teachers. A one-cent sales-tax hike and an amusement tax will fund this program. The five steps of the career ladder are:

- Probationary teachers, who, after a positive evaluation, will be recommended for certification by their school board after their first year.
- Apprentice teachers, who serve three years and receive annual $500 supplements, must receive tenure at the end of their third year and move to the next level or lose their jobs.
- Career-level one teachers, who are certified for five more years and receive annual supplements of $1,000, supervise interns and probationary teachers in addition to teaching.
- Career-level two teachers, who are certified for another five years and are eligible for $2,000 and $4,000 annual salary supplements with 10- and 11-month contracts respectively, work with remedial and gifted students, and supervise apprentice teachers in addition to normal duties.
- Career-level three teachers, again certified for five years, are eligible for $3,000 annual supplements for 10-month contracts, $5,000 for 11 months and $7,000 for 12 months. They may evaluate other career-level teachers in addition to career-level two duties.

Evaluations by the school board or the state mark each year in the career ladder sequence and are keys to teacher progress up the ladder. School boards evaluate probationary and apprentice teachers, as well as those at career level one. But the state may spot-check career-level one evaluations, or conduct its own at this stage. Disagreements will be settled by regional certification boards and may be appealed.

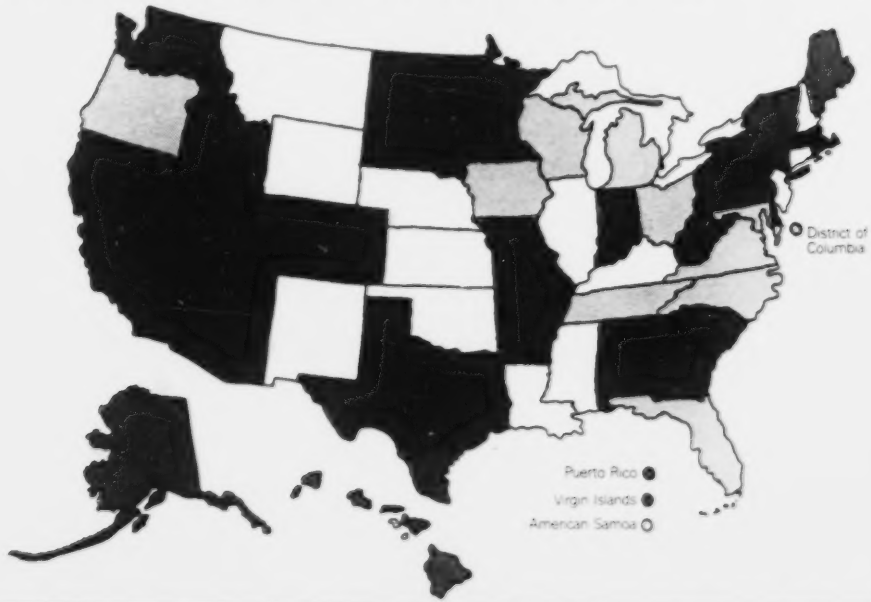
In a state mechanism, career-level three teachers, not in the same district, will evaluate career-level two and three teachers. The state began testing its evaluation criteria in February.

No quotas have been placed on the number of teachers who can reach the advanced ranks. However, it is possible for teachers to go down the ladder if they refuse to take additional responsibilities or fail to meet other requirements.

Under a "fast-track" provision in the legislation, about 32,000 teachers could qualify during the next year for career level one. Practicing teachers can qualify for the ladder by passing the National Teachers Examination and receiving their school board's recommendation, or by successfully completing a local staff-development program that meets minimum state standards.

RECOMMENDATION 5: MAKE THE ACADEMIC EXPERIENCE MORE INTENSE AND MORE PRODUCTIVE.

REFORM OF CURRICULAR AND INSTRUCTIONAL MATERIALS



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Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

State initiatives to make the academic experience more intense and more productive include strengthening the curriculum, establishing new discipline policies, increasing the amount of time students spend in core-subject areas or studying ways to use time more efficiently, raising high school graduation requirements and raising requirements for student participation in extracurricular activities. Businesses are helping with new curriculum development, providing new delivery systems for basic skills remediation, providing on-site classroom training and even creating new schools.

In the last three years, 39 states have initiated curriculum reforms (26 states in the last year, with measures pending in another two) that include new laboratory equipment, model curriculum, strengthened core curriculum, computer education programs, new textbook adoption policies and local course-content requirements. In bellwether states such as Florida, the curriculum is moving toward statewide standardization. Utah will emphasize higher-order skills in junior high schools.

Twenty-seven states recently implemented initiatives dealing with instructional time: lengthened school days or years, new extracurricular policies, reduced class sizes, fewer days allowed for emergencies, and state funding incentives for districts to increase instructional time or test pilot programs. Another 20 states have adopted new student discipline policies.

Forty-four states have either raised high school graduation requirements or have raises pending (three states). Most often, states are increasing requirements for mathematics, science, foreign languages, English and language arts, social sciences and computer education.

SOME INITIATIVES

★ The ***Delaware*** Curriculum Committee recommended increasing graduation requirements to nineteen credits, including raised requirements for mathematics and science. In science, students must earn one credit in the biological sciences and one in either physical or earth science. These requirements are effective for graduating classes in 1987.

★ ***Indiana's*** Prime Time will reduce pupil/teacher ratios to 18:1 in all K-3 classes over the next four years. The statewide program, adopted after a two-year pilot program, showed significant improvement in the basic skills, will begin with 1st grade classes in fall 1984, and proceed to 2nd and 3rd grades and then to kindergarten in the fourth year. Legislation provides $18,000 for each additional classroom teacher hired in each grade.

★ The ***Louisiana*** Board of Elementary and Secondary Education approved, in January 1984, new high school graduation requirements that include an exit test. The new requirements, to be placed on students who enter the 9th grade in 1984-85, increase the total number of units to 23 for graduating seniors in 1988. The board also lengthened the school day from 330 minutes to 360 minutes. The legislature must approve both the exit test and the longer school day before they can be put into practice.

★ ***Maryland*** is adopting stronger graduation and curriculum requirements, to take effect in 1985. The state's Project Basic is preparing students for the new requirements in five instructional areas: basic skills, survival skills, the world of work, arts/physical education and citizenship. Four minimum competency tests will be required for graduation.

★ The ***Mississippi*** legislature has mandated kindergarten across the state and has established an assistant-teacher program that places an assistant in each classroom for grades 1-3. The assistant-teacher program significantly increases the amount of school time students are engaged in the study and practice of basic skills.

★ The ***Nevada*** State Board of Education is expected, at this writing, to adopt a revised elementary course of study in June 1984. The revision will specify and define common education goals for students in grades K, 3, 6, and 8 in reading, language arts, social studies, mathematics, art, music, health, physical education and computer literacy. Portions of the elementary course of study will be required; other portions, e.g., computer literacy, will be optional, due to fiscal constraints of local districts.

★ ***New Hampshire's*** new high school graduation standards (currently awaiting state board of education approval) will include one additional year each of mathematics, science and physical education plus one-half year each of computer awareness, art or music, and the free enterprise system (economics, business). The new standards also mandate broader course offerings and expand the minimum instructional time to 5.5 hours per day.

★ ***Washington's*** School Improvement Network, encompassing 42 of the state's 299 school districts, is open to all districts that undertake projects for school improvement. The network allows those with expertise and experience in effective schooling to share their knowledge with others who are developing and refining school improvement projects.

★ The ***American Association for the Advancement of Science***, through a grant from ***Standard Oil of Ohio***, is developing materials to improve junior high school science courses over the next three years. Materials include science resources for the schools, a monthly packet of coordinated materials sent to all public and private junior high science teachers in three pilot states — Ohio, North Carolina and Colorado. The program will be extended to cover 8-10 additional states in 1984-85.

★ ***Control Data's*** PLATO computer-based education systems have proven to be highly effective and less costly than traditional remediation methods. This basic-skills learning system includes mathematics, reading and English for grades 3-8, and reading, mathematics, writing, science and social studies for high schools.

★

PROFILE: FLORIDA

The 1983-84 Florida legislature authorized and funded extensive programs to improve the academic experience of Florida students. Elementary/secondary schools alone will receive more than $350 million in state categorical aid and special allocations this year. Programs, to be phased in over the next few years, include the following components:

- Stiffer high school graduation provisions will boost required academic credits for grades 9-12 to 24 by 1986-87; these will be the highest requirements in the nation. Major course requirements will include four English credits, three in mathematics and three in science. For admission to state universities, students will have to add two foreign language credits. In addition, credits for remedial, exploratory vocational and practical arts courses eligible for graduation credits are capped. Public schools, not postsecondary institutions, will bear responsibility for remediation.

- Beginning in 1987, most students will have to meet new performance standards and maintain a 1.5 grade-point average (4.0 scale) on courses required for graduation. The 1.5 average will be required for participation in interscholastic extracurricular activities as well.

- For critical teacher-shortage areas (mathematics, science and certain urban and rural areas), prospective teachers will be offered scholarships, loan-forgiveness, and tuition-reimbursement programs. Summer institutes will both teach students and train practicing teachers in science, mathematics and computers. Adjunct instructors, not necessarily certified, will fill critical shortage areas until certificated teachers are available.

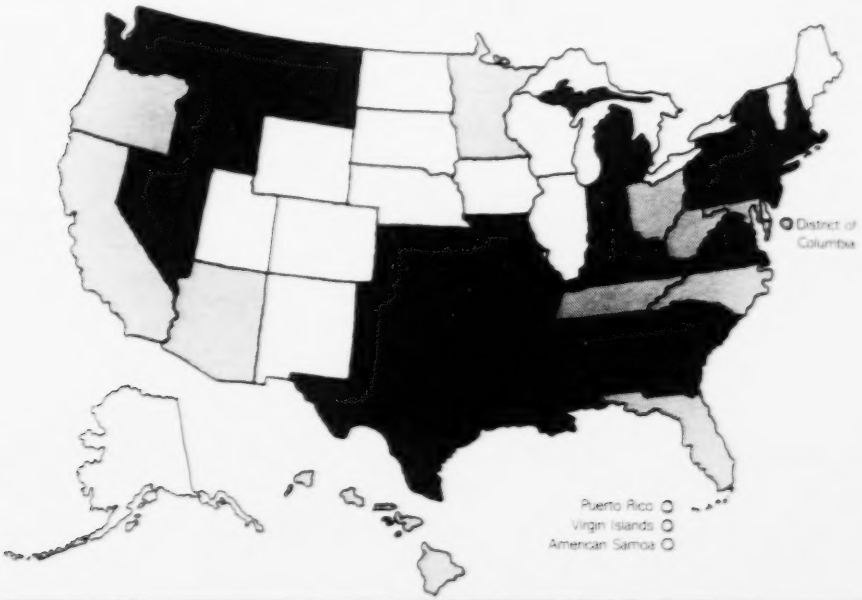
- Twenty-eight regional coordinating councils, composed primarily of representatives of business and industry, will review and recommend programs to assure that vocational instruction is timely and that it reflects labor market needs.

- For better cooperation and articulation among secondary and postsecondary institutions and the private sector, particularly for mathematics, science, computers and technology, funding has been allocated for regional centers of excellence at two universities, work experience in postsecondary institutions for high school science students, computer hardware and software, improved public school science facilities, and postsecondary programs of excellence.

- A 15-member quality instruction incentives council will oversee a statewide merit-pay plan for teachers that includes subject-area tests for certification; performance-evaluation instruments and training in the evaluation process for administrators, supervisors, and teachers; and career incentives. Teacher intern programs will be strengthened as well.

RECOMMENDATION 6:
PROVIDE QUALITY ASSURANCE IN EDUCATION.

INCREASED STUDENT STANDARDS



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Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

By the early 1970s, the quality of the public schools had emerged as a major policy concern. Fourteen years later, in attempts to assure new validity for high school diplomas and to strengthen student skills and identify weak programs, almost every state has a testing program, either for minimum competency or other types of assessment (over 70 different tests are used across the states). Today, states continue to demand new standards for students and accountability for education personnel and schools or districts.

Thirty-three states have initiated, and four states have pending, new standards for student testing for promotion or high school graduation, higher university and college admission or scholarship requirements, or new remediation programs.

New teacher and administrator accountability measures abound. Forty-five states (29 in the last year) have implemented tougher certification requirements, additional courses every five years for recertification, annual teacher evaluations, one-year internships for teachers and new standards for teacher education programs. In five states, new standards for education personnel are pending.

Recent initiatives for school and district accountability include new state regulations for student learning outcomes, course frameworks, basic-curriculum content, annual school improvement plans submitted by districts and revised school-approval criteria (including performance-based accreditation). Thirty states have initiated such measures in the last three years, (20 in the past year) and initiatives are pending in another four.

SOME INITIATIVES

★ ***Alaska*** conducts a basic-skills testing program for grades 4 and 8. Several rural schools have shown remarkable student improvement as a result of local school board and district education reform initiatives. Accordingly, the department of education has been directed to develop model curricula, initiate school achievement profiles, develop goals for elected school board members and identify resources to improve teaching and learning.

★ The ***Arizona*** State Board of Education has identified specific skills to be attained in all required subjects for promotion from 8th grade and graduation from 12th grade. The board is considering a grade 3 "checkpoint."

★ The ***Connecticut*** General Assembly approved a bill proposed by the state board of education that will expand the state's basic skills assessment program to 4th, 6th and 8th grade students. The new testing system will respond to several priorities: raising standards, identifying students with remedial needs, focusing attention at earlier grade levels (the current statewide test system is administered in 9th grade) and providing a better tool to assess student achievement statewide.

★ ***Georgia's*** education review commission, a blue-ribbon panel appointed by the governor, has tentatively approved a statewide basic curriculum content plan. The plan lists essential skills and provides a curriculum framework for all subjects. It also defines basic academic skills students will be expected to have for each subject at every grade level.

★ The ***Illinois*** state superintendent has submitted statements for student learning to the state board of education, to replace current program-related, time-allotment mandates. These outcome statements broadly define the least students should learn and be able to do as a result of their schooling. Each school district is required to develop board-approved objectives consistent with the outcome statements and to monitor and assess student achievement. Schools are required to report student progress to the public and to develop remediation plans for low-achievement areas.

★ The ***Kansas*** State Board of Education and the state legislature have approved an initiative requiring a pre-certification test for all teacher candidates who have successfully completed a teacher preparation program and are seeking initial certification. During 1984 and 1985, a test will be selected and validated. The test requirement becomes effective May 1, 1986.

★ ***Kentucky's*** "academic bankruptcy" bill provides state department technical assistance to districts failing to meet state standards. Districts refusing to cooperate are subject to state intervention and possible removal of local school officials. Districts are required to publish annual performance reports and develop improvement plans to correct deficiencies or noncompliances.

Maine's 1984 teacher certification law establishes a clear-cut policy that upgrades and strengthens state requirements for teaching. The ultimate goal of the legislation is to enhance the quality of teaching, and in turn, produce better-educated students.

★ The ***"Montana*** Educational Challenge Project," funded by a Mellon Grant from the Council of Chief State School Officers, will improve the state's onsite accreditation process. New review procedures will involve representatives of higher education, K-12 teachers, administrators and staff members of the office of public instruction.

★ ***Nebraska's*** comprehensive education bill of 1984 makes sweeping changes in the current teacher certification process. Prior to entry into teacher training, individuals will have to pass a basic skills competency test; prior to certification, teacher candidates must pass subject-matter competency tests. The bill creates a four-tiered career ladder (apprentice, initial, standard and professional). All new teachers will receive a nonrenewable apprentice certificate and will be required to take part in an entry-year assistance program.

★ ***New Jersey's*** revised teacher preparation and certification program allows people who have not completed a college teacher preparation program to qualify for certification if they have a bachelor's degree, have passed a subject-matter test, and have successfully completed a state approved one-year internship administered by local districts. Candidates for internships are screened through local interviews designed to evaluate their academic background (which must include 30-credit hours or equivalent work experience in the subject to be taught) and personal and ethical characteristics.

★ ***New Mexico's*** staff accountability program, effective July 1, 1984, requires: (1) a basic skills test, to be administered to all teacher candidates, (2) passage of the NTE core battery by candidates for initial certification and (3) a performance evaluation plan to be coordinated with the recertification process. The state board of education has defined teacher competencies to be included in the evaluation plan, and the state department is identifying skills for effective administrators.

★ The ***Oklahoma*** legislature, in a major reform of the teacher education and certification process, has passed new legislation increasing minimum requirements for entrance into teacher education programs, extending the amount of required field experience and requiring students to demonstrate subject-matter competence. The legislation also funds teacher-consultant, entry-year assistance and staff-development programs.

★ In February 1984, the ***South Dakota*** State Board of Education began requiring local school districts to prepare plans that describe the content of every required course. The plan must include course objectives, an outline of the course content, evaluation procedures and standards for passing. The board expects these plans to upgrade the quality of instruction, improve local district curriculum planning, facilitate the state department's dissemination of successful programs and practices and help identify curriculum needs.

★ The ***Texas*** State Board of Education will implement recent legislation prescribing a core curriculum for all students, designed to guarantee every student a specific sequence of essential elements. Minimum time allotments within the school day will ensure that adequate instruction is provided. High school graduation requirements have been increased.

★ The ***Vermont*** State Board of Education's revised standards for approving public schools provide a curriculum framework for elementary and secondary schools, define student performance requirements, and require schools to assess performance and report the results to the public. Volunteer schools will implement the standards beginning September 1984.

★ ***Virginia's*** model high school, the Governor's Center for Educational Innovation and Technology, to open in September 1984, will serve as a showcase and laboratory training/demonstration center for exemplary educational practices. Attention will be focused on defining successful conditions for secondary student learning.

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PROFILE: OHIO

Ohio's 1983-85 biennial budget provided a 15.4% increase for primary and secondary education in fiscal 1984 and another 7.3% increase in fiscal 1985. Fifty cents of every new tax dollar in the governor's budget was allocated for the state's education system, kindergarten through graduate school. Ohio had finally broken out of its pattern of school closings and financial crises. Finally, in 1983-84, school districts could turn their attention to the academic achievement of all children. At the top of the schools' agenda were new state minimum standards — the first revision since 1968 — adopted by the state board of education in December 1982 after nearly three years of work developing a statewide consensus. Citizens, educators and students were interviewed; research was reviewed; laws were analyzed; and data from other states were consulted.

These are a few highlights of Ohio's new, more stringent standards. First, students who entered grade 9 in 1983 will be required to complete 18 Carnegie units to graduate from high school.

Second, local school districts must spell out instructional goals, and students must be tested for competency in the basic skills at least once in grades 1-4, at least once in grades 5-8, and at least once in grades 9-11. Tests must be linked to pupil-performance objectives established by districts for English composition, mathematics and reading. Districts must provide remediation for children who do not pass the tests. When new competency-testing programs are fully implemented in 1989-90, and remedial programs are also in place, parents, employers and taxpayers can be assured that every student will reach at least a minimum level of educational competency.

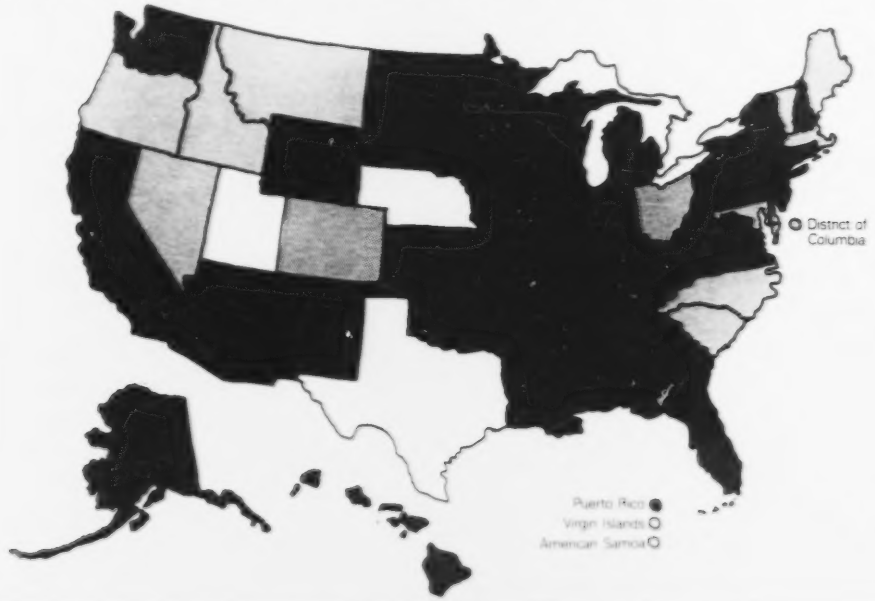
Third, lower student-teacher ratios have been set for grades K-4 (25 to one, calculated district-wide). Special regulations were adopted to cover alternative educational programs and nonpublic schools.

Finally, each school building will be evaluated for compliance with standards every five years, and parents must be informed of the results.

One result of the state initiative toward excellence in education is that many local school boards have adopted new standards of their own that exceed the state's new higher standards. Because of a secure funding base, Ohio is moving forward in education, building on existing strengths and encouraging local excellence and creativity.

RECOMMENDATION 7:
IMPROVE LEADERSHIP AND MANAGEMENT IN THE SCHOOLS.

PROFESSIONAL DEVELOPMENT FOR SCHOOL ADMINISTRATORS



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Source: Chiefs, governors' education policy staff and state legislators. Data current as of 6/15/84.

OVERVIEW

The states are taking seriously their charge to improve school leadership and management. In the past three years, 43 states have begun programs for developing school administrators' leadership and managerial skills; 29 states initiated programs in the last 14 months. These new programs include principals' academies and institutes, state-sponsored workshops, pilot training programs, building leadership teams and an increased emphasis on professional development for school leaders. The types of programs vary from effective management techniques and effective schools training to school administrator training for staff evaluation. Businesses are providing new opportunities for administrators to learn more effective management techniques.

Seven states recently have toughened certification or recertification requirements for school administrators, setting higher standards for recruiting principals, requiring skill-based competencies for certification, developing new evaluation programs for principals or requiring additional training every five years.

SOME INITIATIVES

★ In the ***District of Columbia***, 11 firms are supporting a management institute for administrators, a three-year program that provides twice-monthly sessions for administrators on trends analysis, managing resources, motivation and improving staff training.

★ The ***Greater Baltimore Committee***, a group of businesses and corporations, advises the Baltimore school system. The committee has conducted studies and recommended ways to improve the school system's organizational structure, budgetary procedures and personnel division.

★ ***Kansas City's*** School/Community Partnership is supported by the Civic Council,composed of the chief executive officers of the 100 largest corporations in the area. These businesses train school administrators in leadership skills and administrative techniques. The school district had previously been unable to provide retraining for school site management required by its five-year plan.

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PROFILE: MASSACHUSETTS

The Commonwealth Inservice Institute, established by the Massachusetts Board of Education, funds inservice education programs designed by and for school staffs. Institute programs help groups with shared objectives and responsibilities to improve the instructional program or education services offered in their schools. While the majority of the inservice programs funded have benefited teachers, the institute will place a priority on school leadership programs in the upcoming year. The programs funded thus far for principals and other school administrators have helped them become better managers of instructional programs and better staff supervisors.

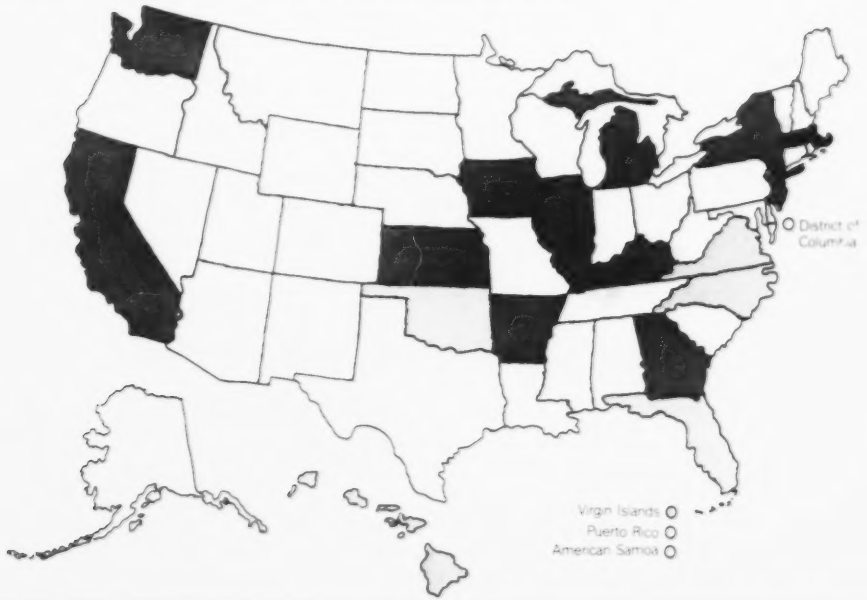
The institute served over 10,000 participants in 1983, including teachers, education specialists and administrators from over 200 Massachusetts school districts. The institute awarded 34 administrative leadership grants in 1983-84. The following represents a sampling of the administrative programs funded last year:

- A middle-management training model that focused on time management, staff development, computer education and curriculum planning for school administrators.
- A supervision and evaluation program for administrators that helped building officials define evaluation and supervision roles and develop communication and goal-setting strategies.
- A program that helped elementary administrators learn how to coordinate and supervise their reading services.
- An intensive 71-hour inservice program that helped administrators develop observation skills, record observations and share them with teachers to improve classroom instruction.
- Training to help administrators become better instructional leaders of gifted and talented education focused on managing the teaching of creative problem-solving and assisting teachers responsible for teaching higher level thinking skills.

The institute works through six regional education centers of the Massachusetts Department of Education, and is coordinated through the department's central office in Quincy. Proposed programs must be voluntary, planned by participants and supported by the local school system. Awards are approved monthly throughout the school year and range from $500 to $3,000, with an average award of $1,500. Once a program is approved and funded, the participating group is responsible for operating it.

RECOMMENDATION 8: SERVE BETTER THOSE STUDENTS WHO ARE NOW UNSERVED OR UNDERSERVED.

DROPOUT AND TRUANT PREVENTION INITIATIVES



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OVERVIEW

Probably the most difficult area in which to measure state progress is that of better serving special student populations. Initiatives for special populations are frequently linked to other comprehensive efforts to improve school quality, and the number of state initiatives devoted solely to these students may not tell the entire story. Many states made great strides in serving the unserved throughout the 1970's. Twenty-six states report, however, that they have begun new initiatives in the last three years (11 in the last year) for female, minority and handicapped students. These include new mathematics, engineering and science programs, special training for teachers to help special populations, increased funding for new or existing programs, summer programs, regional schools and vocational education for special education students.

For gifted and talented students, and those who are highly motivated or interested, 38 states (with 4 pending) include magnet schools in new initiatives, along with residential schools, summer camps, concurrent university/high school enrollment programs, honors programs, and increased overall funding.

Seventeen states report new efforts to deal with dropouts and truants. Initiatives include raising the upper age limit for compulsory attendance, new funding for dropout prevention programs, after-school programs, state incentives for districts to develop model programs, alternative schools and new state or district dropout/truant policies.

SOME INITIATIVES

The ***Virgin Islands*** is operating an alternative education program designed to reduce truancy by reaching students "turned-off" by the traditional classroom. An in-school path removes students from regular classes and places them in smaller classes of 15 students where they receive more individual attention and counseling. Basic courses are emphasized, and when students reach a certain level, they return to the classroom. An out-of-school path places students in a multi-service center, operated in conjunction with private enterprise, for two terms. They learn academic, vocational and technical skills.

★ ***The Dow Chemical Company*** supports a program to bring minority high school students to a community college campus for courses in science and mathematics. These students show good potential, but may know little about science or mathematics. A number of participants have subsequently entered major engineering schools.

★ ***RCA's*** Minority Engineering Program (MEP), operating in 13 RCA locations, exposes minority high school students to a technical environment and encourages them to enroll in college engineering or science. The most promising MEP participants receive financial aid — $1,000 per year to freshmen and sophomores and $2,000 per year to juniors and seniors. Recipients may participate as summer interns while pursuing an undergraduate engineering education.

★ ***Xerox Corporation's*** summer youth employment program funds locally designed and managed programs that provide meaningful work experience or career preparation for low-income students in 10 cities with high youth unemployment. Grants are awarded to municipal agencies, foundations and community organizations to supplement federally funded programs. Projects currently focus on at least one of five areas — print and electronic journalism, energy conservation, education, urban revitalization and career preparation/training.

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PROFILE: CALIFORNIA

A group of concerned engineering, mathematics and science professors at the University of California, Berkeley, looking for a way to respond to the lack of qualified minority engineering students to fill companies' Equal Employment Opportunity quotas, developed the Mathematics, Engineering, Science Achievement (MESA) program. An intensive enrichment program designed to prepare minority students for college mathematics and science courses and careers in high-technology fields, MESA has expanded from one high school to many more, not only in California, but in Arizona, Colorado, New Mexico, New York and Washington as well. Each MESA program is directed by a board of advisors and supported by volunteers from secondary schools, universities, industry, professional and minority organizations and community groups.

The program began at Oakland Technical High School with 25 students. Today, MESA serves over 4,000 California students in 138 high schools, with 16 MESA centers and one satellite center. Originally, the California MESA operated exclusively on contributions from private foundations and corporations, but today the state underwrites the effort with funds that must be matched by nonstate money. In 1982-83, 70 companies contributed $1.1 million to match a state allocation of $1.35 million. These companies also supply MESA students with tutoring, field trips to their companies and role models working in mathematics-based fields.

The MESA program objectives are to:

- Increase the number of minority students who major in mathematics, engineering and the physical sciences in college.
- Promote career awareness in these students.
- Motivate secondary schools, universities, industry and engineering societies to become MESA volunteers and offer other human and fiscal resources.

MESA requires students to complete strong academic coursework in the appropriate disciplines and provides incentives to recognize their performance. MESA's seven major services are tutoring; independent study groups; academic, university and career advising; field trips; summer enrichment and employment programs; scholarship incentive awards; and mathematics and science competitions.

According to Vinetta Jones, director of the MESA Pre-College Programs at the University of California, Berkeley, MESA is successfully contributing to the pool of minority students pursuing degrees in engineering and related fields. A 1982 independent evaluation of the program found that MESA students performed significantly better than comparison groups with the same ethnic background. In addition, MESA students had higher eligibility rates for California universities than other students with similar racial-ethnic backgrounds. Further, MESA's own data show that, of 785 MESA high school graduates in 1982, 90% were in college and 68% of these chose mathematics-based fields. Over 93% of 1983 graduates enrolled in college and 61% of these chose mathematics-based fields.

NEXT STEPS

We want to close not with a backward look, but with an eye on the work that lies ahead. Several observations should guide our thinking about the next 5 to 10 years of school renewal efforts. First, we need to take advantage of the national momentum that has been generated for education and carry it forward. States must continue to push for improvements. In addition, states must pass the torch of education reform to local task forces so that they, in turn, can light the flame of renewal. As the movement grows, however, we should remember that each state, district and school must place our recommendations and the recommendations of others in the context of its own particular situation. Schools will have to establish priorities and focus upon one or two or, at most, three recommendations. They can only do this if they know themselves well and understand their specific needs. State policy should encourage the necessary self-examination and it should allow for diverse needs and multiple approaches to change.

What changes are most likely to make a difference? Changes that directly affect the ways teachers teach and students learn. Reform ideas and recommendations must directly impact or be translated into specific instructional or curricular ***practices***.

Changing practices involves changing attitudes, procedures, behaviors, habits of long standing, personal and professional relationships. It involves creating new materials, new roles, new schedules and new responsibilities. Such comprehensive change cannot simply be imposed by state government or even by a local superintendent. Teachers and principals must help reshape the learning process. They must feel comfortable with new practices and be convinced that they meet the needs of their own students. Change of this scope and depth takes both time and resources.

Consequently, the state and local leaders who spearheaded the education reforms over the past year need to commit the same level of energy to carrying out new policies as they did to their development. Public support must be maintained through community involvement, parental commitment and periodic assessment of progress.

In many cases, this new commitment must come in the form of assistance to districts and schools, although it will necessarily take different forms and come from different sources. In some states, the state education agency may provide assistance, in others, it may be district consortia, the business community, colleges and universities, or a combination of these. Districts and schools will likely need assistance with:

- Identifying the pedagogical and curricular approaches that best meet their particular needs
- Assuring that all students have the opportunity of performing to their highest potential
- Brokering expert resources
- Training both teachers and principals
- Problem-solving and trouble-shooting
- Evaluating school and student progress
- Modifying programs as problems develop or needs change
- Developing lasting incentives to reinforce progress

As part of the continued action for excellence, ECS, under the new leadership of Virginia Governor Charles S. Robb, will continue to provide technical assistance, clearinghouse services, forums and other activities to support the major themes of **Action for Excellence**. In particular, we will maintain and extend our collaboration with business and labor leaders who have already demonstrated their commitment to educational reform in the states. Public policy in education and private sector involvement in policy formation will be major concerns.

Through collaboration, which was at the heart of the reform movement and spurred its growth, we hope to generate a sustained commitment to educational excellence and assure that our nation's youth will receive the best education we can give them for years to come.

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